



## Indiana High Ability Language Arts Units – Grade 5

### The Hero's Journey

#### Content Differentiation – July 2015

| Lesson Number | Original Reading Selection, Discussion Questions or Project                                  | Alternate that might be more appropriate for average to above average learners  |
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| 1             | Pre-Assessments:   | <b>Alternate assessment:</b><br>Choose only one or two of the pre-assessments that are most effective for demonstrating growth of the average to above-average learners in the classroom.   |
| 2             | Concept Introduction: Examples, non-examples, and generalizations on the concept of “change” | The concept introduction activity may be used with all students. Strategically grouping students who may struggle with the concept with those who will readily understand may be beneficial.<br><br><b>Alternate homework assignment:</b><br>Rather than doing both writing assignments as homework, students may choose just one.  |
| 3             | Decoding Literary Terms with a Dictionary; “Daedalus and Icarus”; Vocabulary Map             | <b>Alternate Vocabulary Map activity:</b><br>Some students may need additional help with the vocabulary map at first. Consider grouping them together and assigning those groups the less challenging words (suggestions: literature, fiction, myth, and/or hero). This may need to be a teacher directed activity.<br><br><b>Alternate homework assignment:</b><br>The myth of “Daedalus and Icarus” is read aloud on this YouTube site:<br><a href="https://www.youtube.com/watch?v=YvrjaxNmf24">https://www.youtube.com/watch?v=YvrjaxNmf24</a><br>Students who need scaffolding may follow along with the text version while listening. |
| 4             | Similes and Metaphors in Poetry; 4-level grammar analysis;                                   | <b>Alternate poetry reading:</b><br>Similes and metaphors are the focus in these poetry alternatives.<br><a href="#">“The Base Stealer” by Robert Francis</a><br><a href="#">“Red Red Rose” by Robert Burns</a>   |

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|   | <p>"Digging" by Seamus Heaney</p>   | <p><a href="#">"A Poison Tree" by William Blake</a></p> <p>Because of the challenging nature of poetry in general, students may need additional teacher guidance in finding the similes and metaphors in poetry.</p> <p><b>Alternate 4-level sentence:</b></p> <p>Adapted from "The Base Stealer"<br/> <i>He hovers like an ecstatic bird.</i></p>   |
| 5 | <p>On the Road with The Hero's Journey: Freytag's Pyramid as a Literature Analyzer; "Daedalus and Icarus, poem by William Carlos Williams; additional literary terms</p>  | <p><b>Alternate reading for Freytag's Pyramid practice:</b><br/> After a discussion of the poem using the Reading Analyzer and the terms of Freytag's Pyramid, students will work under teacher direction to identify the <i>climax</i> of the myth "Daedalus and Icarus." By doing this first, they may more readily complete the plot triangle working backwards to the <i>exposition</i> and then forwards to the <i>resolution (denouement)</i>.</p> <p><b>Vocabulary Map:</b><br/> Students will focus on the word "denouement" in a group completion of the vocabulary map.</p> <p>Because of the scope of this lesson, it may need additional time.</p>   |
| 6 | <p>The Hero's Journey Structure: Analyze poem using Freytag's Pyramid. Introduce the Hero's Journey Matrix and complete it for Bruegel's painting, "Landscape with the Fall of Icarus" and "Daedalus and Icarus," the poem.</p> | <p><b>Alternate activity for Hero's Journey Matrix:</b><br/> This introduction to the Hero's Journey Matrix will likely need additional teacher direction and explanation. Consider removing the two columns of the matrix (<i>Change Generalization Support</i> and <i>Questions to Consider</i>) for students in this subgroup and again work with the myth from Lesson 3 if the poem proves too difficult for students to find evidence of the journey.</p> <p><b>Alternate reading/homework assignment:</b></p> <ul style="list-style-type: none"> <li>• <i>The Greek Gods</i> by Evslin, Evslin, and Hoopes offers a good collection of the myths. It is easy to read and has a concise summary of the gods and goddesses. It may be well suited to this group of students.</li> <li>• For homework, students will choose just one of the myths to complete the Hero's Journey Matrix.</li> </ul> |
| 7 | <p>The Dramatic Side of the Hero's Journey: <i>Plays from Mythology</i> by</p>  | <p>With effective grouping and choice of mythology play, all students should be able to complete this lesson. The grammar sentence is a simple sentence with pronouns as the featured part of speech. Students may need to work in a small group to complete this.</p>   |

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|    | L.E. McCullough; Hero's Journey matrix.  |   |
| 8  | Writing Persuasively about Myths and the Concept of Change: Hamburger Model  | <p><b>Scaffolding the writing activity:</b></p> <ul style="list-style-type: none"> <li>• Have students work together on rating the example pieces of writing. Consider narrowing the focus of the analysis to thesis statements and evidence.</li> <li>• Depending on what types of writing have been practiced prior to this unit, the teacher may need to spend time working with students on crafting thesis statements.</li> <li>• During the independent writing portion of the lesson, students in the subgroup may have the length of the writing altered to be 3 paragraphs, rather than 5: introduction with thesis; supporting evidence in the middle; conclusion with a restatement of the thesis.</li> <li>• The Hero's Journey Matrix from Lesson 6 will likely help students with evidence from the myth that they use for the persuasive writing.</li> </ul> |
| 9  | Shakespeare and the Poetic Journey: "Sonnet 18" and Longfellow's "The Cross of Snow"; works of art are analyzed as inspiration for Longfellow's sonnet; continue with literary terms | <p><b>Alternate 4-level sentences:</b><br/> <i>Myths narrate a whole human experience.</i><br/> <i>I shall compare thee to a summer's day.</i></p> <p><b>Scaffolding the sonnets:</b></p> <ul style="list-style-type: none"> <li>• The side-by-side comparison of Sonnet 18 will help students get a better understanding of the content. Allow students to use this when talking in groups about the meaning of the poem and during sonnet question and answer time.</li> <li>• Allow extra class time to view and discuss the paintings together before assigning "The Cross of Snow" as homework.</li> </ul> <p><b>Alternate homework:</b></p> <ul style="list-style-type: none"> <li>• Read Longfellow's "The Cross of Snow"</li> <li>• Complete the Vocabulary Web on one of the terms. (Suggestion: foreshadowing or personification)</li> </ul>                      |
| 10 | Metacognition and Higher Level Thinking with Bloom's Taxonomy;   | <p><b>Alternate grouping for Vocabulary Map:</b></p> <ul style="list-style-type: none"> <li>• Allow students to work in pairs or triads to complete the vocabulary map for the word "metacognition".</li> </ul>   |

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|    | <i>Tales from the Odyssey, Part One and Part Two</i> by Mary Pope Osborne   | <p><b>Alternate homework:</b></p> <ul style="list-style-type: none"> <li>Read the overview for “The Odyssey.”</li> </ul> <p><b>Alternate reading:</b><br/> <i>Tales from the Odyssey</i> by Mary Pope Osborne is an appropriate reading level for all fifth grade average and above average readers.</p> <p>An alternate might be <i>The Odyssey</i> by Rosemary Sutcliff, a classic illustrated book that can be used as a read aloud.</p> <p><a href="http://www.amazon.com/dp/1847805299/ref=rdr_ext_tmb">http://www.amazon.com/dp/1847805299/ref=rdr_ext_tmb</a></p> <p>Depending on the needs of the subgroup of students, a kid-friendly version of <i>The Odyssey</i> is available online and can even be printed from this website.</p> <p><a href="http://www.mythweb.com/odyssey/">http://www.mythweb.com/odyssey/</a></p>  |
| 11 | You Don’t Say:<br>grammar;<br>analyzing<br>quotes and<br>aphorisms;<br>Paul’s Model of<br>Reasoning;<br>expository<br>writing | <p><b>Scaffolding vocabulary:</b></p> <p>Define aphorism and give several examples for students to consider, possibly allowing them to think of their own examples</p> <p><b>Alternate 4-level sentence:</b></p> <p><i>Mythology speaks to our fears.</i><br/> Adapted fro the following quote -<br/> “I think people should read fairy tales, because we’re hungry for a mythology that will speak to our fears.” –<br/> Author Sandra Cisneros</p> <p><b>Alternate homework:</b></p> <ul style="list-style-type: none"> <li>Extend the lesson for a full day in order to give students time in class to work on the expository writing piece. A due date can be set, allowing students time to write well prior to peer editing.</li> <li>Quotes are varied enough to allow for self-differentiation in students’ choices.</li> <li>Continue reading <i>The Odyssey</i> at a pace that is appropriate (teacher discretion on version read, use of literature analyzers, and reading pace).</li> </ul> |
| 12 | It’s My Life:<br>grammar;   | <b>Alternate lesson timing:</b>   |

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|    | analysis of one's own writing and that of others; revising work.   | <p>This lesson of self-reflection and peer and teacher reviews may be scheduled one or two days after Lesson 11 in order to give students time to write during class. A writers' workshop lesson in between Lessons 11 and 12 will offer time for the teacher to meet with students individually or in small groups to offer suggestions and answer questions as necessary.</p> <p><b>Alternate 4-level sentence:</b></p> <p><i>The skill of writing creates a context, and other people can think about it.</i></p> <p><b>Ongoing homework:</b></p> <ul style="list-style-type: none"> <li>Continue reading <i>The Odyssey</i> at a pace that is appropriate (teacher discretion on version read, use of literature analyzers, and reading pace).</li> </ul> |
| 13 | I Am a Writer: grammar; writing analysis, conferences, revisions, portfolio publishing                                   | <p>This lesson meets the needs of all students.</p> <p><b>Ongoing homework:</b></p> <ul style="list-style-type: none"> <li>Continue reading <i>The Odyssey</i> at a pace that is appropriate (teacher discretion on version read, use of literature analyzers, and reading pace).</li> </ul>  |
| 14 | The Odyssey: Grammar analysis; first discussions of <i>Tales from the Odyssey</i> by Mary Pope Osborne (Lexile 760)      | <p><b>Alternate 4-level sentence:</b></p> <p><i>A hero is not braver than an ordinary man, but he is braver for five minutes longer.</i></p> <p><b>Alternate homework or in-class activity:</b></p> <p>Consider modern books or movies that mirror a hero's journey. Make a list of movies or books that may be modern versions of Odysseus's struggles. Examples: <i>Castaway</i>; <i>The Hunger Games</i>; <i>Star Trek</i>. Rather than a multi-page essay, students may begin by making a t-chart or Venn diagram comparing events from <i>The Odyssey</i> with those from an adventure book that they've read. At teacher discretion, essay may follow or, alternately, a Socratic seminar on the comparisons may be conducted.</p>                      |
| 15 | Art Music and The Odyssey: Students find a piece of art and a song or music that relates to <i>The Odyssey</i> or Hero's | <p><b>Alternate 4-level sentence:</b></p> <p><i>Odysseus smiled because the thunder was a sign from Zeus.</i></p> <p>This lesson should allow enough differentiation through self-selection of songs and art. Assignment may be shortened to choosing just one (either art or music) relationship to the <i>Odyssey</i> with one piece of writing to accompany the piece of art or music.</p>   |

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|    | Journey; they write about the pieces, their relationships and the connection to a generalization about change. | <p><b>Adapted vocabulary for written response:</b><br/>Based on your informational reading choice(s), how does <i>The Odyssey</i> relate to our modern world? Consider video games, movies, books, television shows, etc. Also, think about the heroes in our society today.</p> <p><b>Adapting informational text readings as homework or classwork:</b><br/>Have students read the George Lucas article and the article entitled “When ‘Hero’ Rings Hollow,” rather than all four articles. After individual reading, small group guided reading may help them find meaning and connections in the non-fiction text. Another close reading with discussion questions will be completed in Lesson 16.</p> |
| 16 | A Modern Day Hero’s Journey: Construct concept webs for informational text                                     | <p><b>Alternate non-fiction discussion:</b><br/>Read or re-read the non-fiction articles with the students who need additional scaffolding. Have students respond to Paul’s Reasoning Model discussion questions by highlighting, underlining, or using post-it notes to cite evidence within the text.</p> <p><b>Alternate 4-level sentence:</b><br/><i>How do we celebrate our heroes?</i></p> <p><b>Alternate homework assignment:</b><br/>Due to the length and complexity of the “Immigrant Stories” text, it may be necessary to chunk the reading into smaller sections, such as 3 pages per day over the course of 3 days with discussion each day to foster student interest and thinking.</p>    |
| 17 | Problem Based Learning: Creating a State Hero Award  | With strategic grouping of students, this lesson should meet the needs of all students.  |
| 18 | An Immigrant Tale: Students use a Literature Analyzer with “Immigrant Stories.”                                | <p>Grouping students in pairs or triads for the literature analyzer activity should help foster comprehension and connections to the concept of change and the hero’s journey for all students.</p> <p><b>Alternate homework assignment:</b><br/>Assign one word per student for the vocabulary web and discuss them in a jigsaw activity prior to Lesson 19. Additional words may come from the poem “You, Whoever You Are”: archipelagoes, inevitable, purport</p>   |

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| 19 | The Journey of the Immigrant: Informational text about modern immigrants to the United States.        | <p><b>Alternate 4-level sentences:</b><br/> <i>If we believe in a myth, it may come true.</i><br/> <i>Myths come true when we believe in them.</i></p> <p><b>Alternate assignment for “Issues Facing Today’s Immigrants”</b></p> <ul style="list-style-type: none"> <li>• Student groups may choose 1 or 2 immigrant groups from the drop down menu in the article.</li> <li>• Research the immigrant group using the questions in the handout as a guide.</li> <li>• Share out in class so that many groups are discussed. The jigsaw grouping will address the time and complexity factors of the lesson.</li> </ul> <p><b>Alternate homework:</b><br/> For students that will be reading <i>Chasing Vermeer</i>, homework can be exploring Blue Balliett’s website that offers background information on the books in this series.</p> <p><a href="http://www.blueballiettbooks.com/vermeer.htm">http://www.blueballiettbooks.com/vermeer.htm</a></p>  |
| 20 | Changing Times and Places: Students analyze the first chapters of <i>The Egypt Game</i> (Lexile 1010) | <p>It is likely that average to above average students will be able to read <i>The Egypt Game</i> with appropriate scaffolding. This might include some or all of the following strategies:</p> <ul style="list-style-type: none"> <li>• Relate the reading to students’ experiences; make predictions about what the novel might be about.</li> <li>• Providing vocabulary readiness for the words they will encounter; consider a jigsaw activity for the vocabulary in the lessons so that students do not have to look up every word</li> <li>• Allow extended time by assigning fewer pages or chapters per day.</li> <li>• Read part of the daily assignment to students and have them finish the chapter(s) on their own.</li> <li>• Modify number of questions and amount of writing required.</li> <li>• Reteach through daily discussions.</li> </ul> <p><b>Alternate reading selection:</b></p> <p><i>Chasing Vermeer series</i> (Lexile 770)<br/> Since these are popular independent reads, some students may have read one or more of the series. For those students, checking out the book from the school or local library may be a solution.</p> |

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|    |  | <p>Book 1: <i>Chasing Vermeer</i><br/> Book 2: <i>The Wright 3</i><br/> Book 3: <i>The Calder Game</i></p> <p><i>Chasing Vermeer</i> is set in Chicago. Questions regarding Egypt will not be appropriate for this book, but the elements of literature discussion questions and the literature analyzer chart will fit well. Vocabulary terms, reading comprehension questions, and activity ideas for this novel are readily available online. "Teachers Pay Teachers" in another source for lesson plans for this alternate novel.</p> |
| 21 | Journey through <i>The Egypt Game</i> : Paul's Reasoning Model to analyze concepts within <i>The Egypt Game</i> .                | <p><b>Alternate 4-level sentences:</b><br/> <i>Myths, fables, and symbols move men, but mandates, logic, and reason do not.</i><br/> <i>Myths, fables, and symbols move men.</i></p> <p><b>Alternate grouping:</b><br/> Students reading <i>Chasing Vermeer</i> will work together on chapter questions/summaries for the novel and will work together to complete as much as they can of the Hero's Journey Matrix.</p>  |
| 22 | Change and <i>The Egypt Game</i> : Freytag's Pyramid; Hero's Journey matrix  | <p><b>Alternate grouping:</b><br/> Students reading <i>Chasing Vermeer</i> will work together on chapter questions/summaries for the novel and will work together to complete as much as they can of the Hero's Journey Matrix.</p>   |
| 23 | Changes: Challenges Regarding the Journey: Students work through a Creative Problem Solving model with immigration as the issue. | <p>With strategic grouping, this Creative Problem Solving lesson will be appropriate for above average and average fifth graders.</p>   |
| 24 | A Panel of Experts: A panel of persons who are or who are knowledgeable about immigrants will address previously                 | <p>The panel of experts will be appropriate for all learners.</p>   |



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|    | prepared questions.  |   |
| 25 | Archetypes Abound: Hero's Journey Matrix posters of all the myths.; prewriting for original myth     | <p><b>Alternate activity:</b><br/>Rather than creating a poster for each of the four myths in the original lesson, students may choose one of the myths or stories read in class or independently to create one poster-sized Hero's Journey Matrix. If technology is available, this can be completed through a Prezi, PowerPoint, or other software/or online program.</p> <p><b>Myth prewriting:</b><br/>Time frame may need to be extended for some students.</p>  |
| 26 | Mythical Journeys: Students use all of the tools used in this study to create their own myths.       | <p><b>Alternate writing format:</b></p> <ul style="list-style-type: none"> <li>• Students might be best served in a writer's workshop format where each student is allowed his own time to write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.</li> <li>• Some type of "tracking" chart can assist the teacher in knowing where each student is in the writing process. It can also help keep students moving on the writing. An inexpensive suggestion is to put student names on craft sticks with magnet tape on the back. Write the various stages as headings on the white board – planning, rough draft, editing, final draft – and students move their names to the appropriate heading. There may also be heading to receive 1:1 teacher time so that each student has the opportunity to check in with an adult editor.</li> </ul> |
| 27 | Sharing our Stories: Students share their myths.   | All students will share myths.  |
| 28 | Post-Assessments: Administer the post assessments corresponding to administered to establish growth. | <p><b>Alternate Assessment:</b></p> <p>Choose the same one or two of the pre-assessments and administer them as post-assessments to demonstrate growth of the average to above-average learners in the classroom.</p>   |